More than 400 alumni, friends, faculty, staff, and students of the College of Human Ecology (CHE) attended the College’s Centennial Legacy of Leadership Symposium, “Leadership for Solutions in a Changing World,” and Leadership Awards Dinner on February 6, 2009. The events were sponsored by a grant from the East Carolina University BB&T Center for Leadership Development. The Symposium was the culminating event of the College’s Celebration of the East Carolina Centennial. The Symposium brought together 100 community leaders, 100 outstanding student leaders, and CHE faculty to explore issues and solutions to challenges in the 21st century. The Symposium posed this question: “How can Human Ecology fields respond directly and proactively to the challenges facing North Carolina?” At the heart of the presentations and discussions was the UNC Tomorrow Commission Report, the document that will drive the mission and resources of the UNC system for years to come.

Dr. Marilyn Sheerer, provost and vice chancellor for Academic Affairs welcomed the participants and introduced keynote speaker, Norma Houston, executive director of the UNC Tomorrow Initiative. Ms. Houston provided an overview of the UNC Tomorrow Commission’s findings and said that ECU is held up as a model throughout the UNC system for being in touch with and serving the needs of the people of North Carolina and beyond. She challenged faculty, students, alumni and friends to not be apprehensive or passive in these difficult times but to exercise leadership within “our realm.” Following these remarks, each of the Commission’s major findings was introduced to the group by a panelist from the university or industry. Finally, participants broke up into a series of roundtables led by faculty of the College to discuss the findings. A summary of the discussions is below.

Key conclusions were as follows:

- It is essential for universities to produce students who are globally ready and civically aware. The best way to achieve these goals is to engage community and industry leaders in the education process through advisory boards, guest lectures, and service learning projects in the community.
- Students must have good communication skills; open, eager minds; and strong team work skills.
- The university must increase minority access in order to train tomorrow’s leaders by increasing financial resources and active recruitment.
- The university must be the model for new technologies and methods, including “green” technologies.

The Symposium was followed by a festive awards dinner honoring 100 Legacy Leaders from the alumni, industry and faculty. Chancellor Steve Ballard addressed the large crowd assuring everyone that ECU is committed to building a culture of leadership so that students will have an
advantage in their chosen careers. Dean Judy Siguaw presented Legacy Leaders with centennial medallions and praised the leaders for outstanding work in their fields.

Summary of the Symposium Working Groups

4.1 Our Global Readiness (introduced by Greg Grauel, senior vice-president of apparel merchandising for Reebok)

Roundtable Faculty Facilitators: Yaprak Savut and Runying Chen

Recorder: Charles Gustina


Group B: Robin Good, Charles F. Gustina, Naoki Kanaboshi, Liuying Shen, Miles Barefoot, Erin Parrish, Chi Yiu, Yi Sun, Randi Taylor, Robin Good, Catherine Sullivan, Jillian Delia, Nadia Sanders, Amy Norris, Margie Johnson

Discussion: Global readiness was considered universally important to members of the group and especially those representing industries for which the College educates professional. Global sourcing has made it important to understand many different cultures, how other cultures do business, and how they work. Miles Barefoot of Albion Associates noted that employees who have experience with other cultures are more valuable to employers. CHE faculty noted that the College has increased global exposure for students in multiple ways.

Goals:

- Students must be encouraged to become fluent in other languages and to understand how to communicate, negotiate, network, and work in teams with people from other cultures.
- Students must develop an understanding of the time orientation and organization management of other cultures.
- Students must be adaptable and flexible in the fast paced global society.

Tactics:

- Require foreign language (make it one that will be applied).
- Make sure students know basic skills (grammar/math) because they use them in all classes and employers will require these skills.
- Persevere in a consistent effort to increase diversity in the faculty.
- Recruit more international students.
- Develop additional courses that utilize the Global Classroom and virtual experiences to create greater cultural understanding.
- Continue developing video conferencing and study abroad experiences.
- Use teaching methods which offer “out of the box” thinking and which help students leave their “comfort zone.”
- Incorporate teamwork exercises in courses.
- Connect with university programs in other countries for team projects.
4.2 Our Citizens and Their Future: Access to Higher Education (introduced by Gerald Jarrett, JD, Department of Criminal Justice)

Roundtable Faculty Facilitators - John Kerbs and Gerald Jarrett

Recorders: John Kerbs and Shema Jones Rollins

Group A: Art Beeler, Bernadette Watts, Laurel Wright, Charlotte-Anne T. Alexander

Group B: Peter Britt, David Bryan, Sharon D Theray, Susan Forsythe, Margaret Haley, Harry Kledaras, Angela Lamson, Robert Mabe, Mac E. Manning, Douglas Morgan, Doug Quintas, Derek Ramirez, Jacquelyn P. Sauls, Dora Snow, David Stevens, Neisha Underwood, Sarah Heidrick, Stephanie Gaines

Discussion: Bernadette Watts noted that industry advisory boards link education with student recruitment because the boards foster collaboration with community and industry. Internships and community service also link the community and industry to ECU students and faculty. These links are particularly important in eastern North Carolina. Our students currently engage in many community activities; however, Art Beeler noted that students are often unprepared for today’s college experience because they do not have good communication skills (oral or written) at the interpersonal or organizational levels. Students must also be ready to learn from criticism.

Discussion: The College and its units as well as ECU should work to improve overall image with regard to quality of education and the work that we do. Art Beeler noted that students need to know that even in a world without silos, everyone brings value to the table, but they need to bring a willingness to be collaborative and interdisciplinary. Students need to care about others and encourage others. We should partner with community colleges to provide affordable education that will enable students to face challenges.

Goals:
- The College and its units, as well as ECU, should better educate the public about the quality of education, research, and service it provides to the region and the broader community.
- Students must understand that, even in a world without silos, everyone brings value to the table, but they also must bring a willingness to collaborate in an interdisciplinary manner.
- Students need to care about and encourage others.
- CHE should increase its partnerships with community colleges to provide affordable education that will enable students to face the challenges of the future.

Tactics:
- Advocate for underserved and marginalized populations (i.e., Pell Grants for prisoners).
- Work toward providing Internet service to all households to supplement home environment.
- Provide incentives for student outreach (course credit, dinner with the chancellor, news coverage, etc.).
- Utilize retirees as resources for engaging student learners in the community.
- Develop a good promotional plan for the college.
- Mentor faculty to engage the community more effectively.
- Market the College to high schools and community colleges for improved recruitment and working partnerships.
- Seek additional private scholarships to enable more young people to obtain a university education.
- Focus outreach efforts on leadership skills for underserved populations.
• Challenge students to reach beyond themselves through internships.

4.3 Group A - Our Children and Their Future: Improving Public Education (introduced by Jane King Teleki, professor, Department of Child Development and Family Relations)

Roundtable Faculty Facilitators: Carmel White and Linda Crane Mitchell

Recorder: Jennifer Hodgson


Discussion: Rebecca Payne noted that many more family and consumer sciences (FACS) and birth through kindergarten (BK) teachers are needed throughout the state. Indeed, programs are being forced to close because of a lack of teachers of FACS. Charles Snow indicated that years ago ECU graduated many more home economics teachers. Somehow, the word must be spread that there are teaching jobs in these areas. There is concern that prospective students simply do not know about the BK (birth-kindergarten) and FACS programs. Barbara Woods noted problems with dropout rates, incarceration, and teen pregnancy. FACS and BK courses can help prepare students to stay in school and think about the results of their decisions. In addition, Dr. Teleki pointed out research indicating that boys (especially of color) who have trouble in school often benefit from intervention. Hence, in addition to increasing the quantity of teachers, teachers are needed who are grounded in human development to help them understand adolescents as well as the importance of BK programs to children. Participants noted that there is a disconnect between universities and the real world, and graduates must revamp their teaching strategies to suit their working environment. Nelda Howell stated that children often do not have enough support at home; thus teachers must adapt their teaching methods to accommodate for this problem. Finally, discussants reported that lateral entry teachers require more training to be effective.

Goals:

• ECU must improve financial assistance to help students interested in teaching obtain a college degree.
• Stronger ties should be developed between CHE and the Department of Counseling and College of Education to facilitate the recruitment of teachers.
• CHE should work with state agencies on implementing diversity plans.
• Students need to acquire more hands-on experience working with diverse populations, such as children with little or no resources at home, children with behavioral problems, and children whose first language is not English.
• Uniform approaches to teaching the English language should be implemented, such as SIOP.
CHE must extend its reach to minority groups in the community and make greater efforts to recruit eligible, capable young adults. By helping them become college-ready, they can return to their community as good teachers.

Tactics:
- Broaden articulation agreements between ECU and the community colleges for BK, family and community services (FCS), and possibly family and consumer sciences (FACS).
- Enroll more students in CHE courses focused on culture and diversity so students will be more culturally sensitive.
- Increase service learning with families and children in our community.
- Have a service learning assignment in every education class.
- Work with the College of Education to increase developmental (whole child) education.
- Improve upon the testing-teaching dilemma in which teachers are caught.
- Identify means to accomplish necessary research in schools without adding more burdens to teachers.
- Provide professional development on culture and diversity for teachers in community schools (e.g., distance education).
- Identify ways to involve parents in learning as their children learn (e.g., distance education and computer technology at home).
- Develop seamless, appropriate curricula and practices within the educational continuum.

4.4 Our Communities and Their Economic Transformation (introduced by Perry Dunbar, Corporate Manager, Marriott International)

Faculty Facilitators: Mel Weber, Alleah Crawford

Recorders: Cynthia Deale, David Rivera

Group A: Lillian S. Best, Cynthia Deale, Pat Dunn, Colby Mock, Robert M. O'Halloran, Travis Peterson, John VanCoutren,

Group B: Tabitha Dawn Acree, Katie Wood, Farah Michelle Aghaei, Brooke Batts, Lynne Chamblee, Edward Clayton, Alleah Crawford, Perry Dunbar, Dori Finley, Merrill Flood, Justin Helmer, Danielle Kriegl, Gary Levine, Bet McMahon, Irwin Roberts, Karen Scruggs, Marcia Taylor, Reid Tyler

Discussion: John VanCoutren noted that the hospitality field, like many others, is very specific, but because of technology we can educate people for work within their community. It is essential that educators engage in strategic planning and plan far in advance—think about what the future will be and plan courses to meet the needs of the community. CHE is capable of training lifelong learners, and distance education (DE) is the best tool to help communities transform themselves. CHE can also use internships and service learning to benefit from the expertise of our students and faculty to transform communities. These elements would be very effective if they enable high school students and their advisers to learn more about professions of the future. Communities are not as isolated as they once were; even eastern North Carolina is enjoying greater diversity. Finally, many of our faculty and students act as volunteers for a wide variety of community events.

Goals:
- CHE should bring people together in much the same ways as the Greenville International Festival. CHE should facilitate approaches to bring citizens, industry, government, and the university to the same table.
- While CHE already offers classes in which students work with businesses in the community to help them grow and become green, more classes like this should be developed.
- Sustainability of communities and practices from a facilities approach needs to be a major focus. However, sustainability should be brought to the forefront in order to push North Carolina ahead of the curve. Being proactive will keep the state from always playing catch up.
- We already have classes in which our students work with businesses in the community to help them grow and become “green.” More classes like these are needed.

Tactics:
- Share our research and knowledge with citizens (i.e., Small Business Development Center).
- Establish community advisory boards as well as professional advisory boards.
- Encourage cultural understanding as with the Lucile W. Gorham Intergenerational Community Center groups like SALSA.
- Use the student population to beta test projects.
- Help increase awareness of the richness in eastern North Carolina.
- Encourage faculty to bring community leaders into the classroom.
- Offer spring break leadership events; include a hands-on leadership-learning component in the community.
- Use the College as a “think tank” for the community: send CHE your problems.
- Increase internship hours so students gain greater experience and expertise in the work environment through interaction with businesses in the community.
- Encourage faculty and student participation in even more community events.
- Foster faculty-students collaboration on research; maximize the potential of the various communities.
- Promote faculty and student activities supporting research and community engagement.
- Promote ECU’s availability to assist the community by participation on the Council of Government.

4.5 Our Health (Introduced by Sylvia Escott-Stump, dietetic program director, Department of Nutrition and Dietetics)

Faculty Facilitator: Sarah Colby
Recorder: Keeley J. Pratt
Group A & B: Windy Dixon, David Dosser, Melanie D. Duffrin, Evelyn Farrior, Will Forsythe, Jerome Hines, Tom Irons, Kathy Kolasa, Lindsay A. Kovacic, Brenda Malinauskas, Larry Mitchell, Kristen Murphy, Barbara Orthner, Kathryn Payne, Lisa Stolar, Lillie J. Tyler, Donna R. Ware, Michael Wheeler

Discussion: The health of the community and the region can be best served by integration of efforts; for example, CHE trains nutritionists, but it also trains individuals in mental health and substance abuse. Rarely do students from these disciplines have classes together or talk with one another. Moreover, there are many health fields outside the College to which our students could be
exposed. Tom Irons, M.D., pointed out that the medical family therapy program is a good example of interdisciplinary cooperation. The program involves direct service and engagement, and CHE has led the way with this process beyond the definition of engagement (i.e., commitment to community and partnerships).

Goals:
- CHE should improve its community leadership by adopting an interdisciplinary educational approach such as the public health model exemplified by the Rural Health program of some years ago.
- Student learning and application should be practiced simultaneously.
- Faculty who are involved in these processes should be rewarded for teaching and service; this is not often the case.

Tactics:
- Change the way classes are taught to facilitate increases in service learning (i.e., PowerPoint slides being viewed prior to class, with class providing more discussion and hands-on activities).
- Learn to speak the language of other disciplines by inviting relevant faculty to class and by blending students from different disciplines into teams.
- Place students in environments early because they will have many new ideas.
- Formalize reporting processes and collaborate on the process of student activities and larger associations.

4.6 - Our Environment (Introduced by Katherine Warsco Swank, professor and chair, Department of Interior Design and Merchandising)

Faculty Facilitators - Judy Siguaw & Katherine Warsco Swank

Recorder: Angela Lamson


Discussion: Charles Rogers pointed out that it may take a long time for people to accept/change even though we realize the changes are for the better; for example, we must focus on recycling materials that can be converted into new materials (e.g., all steel is recyclable). Reducing waste during the building process is important; the cost is also far less. Overall, Jim Burnette noted that the university campus should order construction contracts with the reduction of waste in mind. “Green” roofs are now being used on some campuses. Upfront costs may be higher, but overall outcomes are better for the long-term. Hunt McKinnon noted that building materials, equipment, and vehicles used by campus Facilities and Services should leave as small a carbon footprint as possible. McKinnon also noted that if campus food services stopped offering trays with meals, students would be less likely to take more than they could eat, and portion sizes would be reduced. Stacy Sutton said we should also remember to be respectful of the perspectives of our older populations and their contributions to industry—especially the use of farms.
Goals:
- ECU should facilitate positive changes to the environment by modeling those changes.
- Several ways that some universities model environmentally sound methods were identified, such as cutting class days to four days per week rather than operating five days per week.

Tactics:
- Use electric buses and bio-fuel buses. Cooking oil waste from hospitality management classes could be used for bio-fuel buses.
- Use “green” machines for athletic fields to reduce waste on campus.
- Have every test and assignment on Blackboard; recycle textbooks when possible; offer as much education online as possible.
- Teach the core values of saving and conservation.
- Avoid using Styrofoam on campus.
- Reconsider the Litterbug campaign for campus.

4.7 Our University’s Outreach and Engagement (Introduced by Tracy Carpenter-Aeby, associate professor, School of Social Work)

Faculty Facilitators: Carol Jenkins, Ruth Harrison,

Recorders: Tracy Carpenter-Aeby, Jennifer Levine

Group A: James Bowden, Shelia Bunch, Scotia Burrell, Casandra L. Campbell, Tracy Carpenter Aeby, Tinya Marie Shinye DeLaGarza, Brenda J. Eastman, William Ted Gartman, Rose H. Glover, Christopher Haddock, Cindy Jones, Roland Jones, Summer Brooke Kinney, Constantine Kledaras, Kevin Mertens, Blace A. Nalavany, Virginia Parker, Nicole L. Parker, Danny Rice, Philip Shea, Marilyn Sheerer, Marion Tyler, Misty West, Fran Yong


Discussion: The College already does many things right, including activities at the Lucille W. Gorham Intergenerational Community Center, service-learning, field education (meeting unique community needs via field placement), student organizations, volunteering, Chancellor’s Community Advisory Committee, listening bureau for elected officials, working with Area Health Education Consortium (AHEC), distance education, agency boards, membership in community organizations, professional education series, professional memberships and meeting accreditations standards for our professions, which provide for a feedback loop to the classroom from the community. CHE should add to its list of community partners; Emerge Gallery, Boys & Girls Clubs, and Tri-County Health would be good partners to include.

Goals:
- CHE should expand and broaden its efforts to collaborate with other groups, such as the military. More classes and partnerships with the military and others in the community could be offered.
• CHE should articulate the mission of the College to the community. To accomplish this, CHE needs an infrastructure for community engagement and more public awareness.
• Students need to be motivated and inspired; their networking needs to be enhanced, and there needs to be a closer relationship between practice and research.
• Higher quality students could be recruited by being more competitive and offering more scholarships.

Tactics:
• Develop a public relations and marketing plan.
  o Market to historically black universities.
  o Partner with Pitt Development Commission.
• Conduct participatory action research. Find out what students and communities need (assessment) and tie research to outreach.
• Connect distance education (DE) students to the university more effectively by having a DE advisor, and explore other means for connectivity and interactivity.
• Connect DE students with campus students to share insights and experiences.
• Learn how to raise funds outside of state budget.
• Initiate activism (i.e., Law Day, health fairs, etc.).
• Immediately improve our relationship with the Latino community.
  o Use School of Social Work field sites to develop services, e.g., Lenoir County Migrant Project.
• Involve more faculty with the undergraduate and graduate student organizations, especially with organizations’ service projects.